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ABSTRACT

This paper contrasts Edward Hall's microcultural analysis method of teaching members of different cultures how to interact with the others, with Norma Flores' macrocultural Intercultural Assessment of Communication Competency and English Speaking Skills (I ACCESS) method of giving members of different cultures an opportunity to collaborate with each other. The paper describes the first phase of the consultation/collaboration sessions during which the Bicultural Oral Communication Assessment (BOCA) pronunciation test was used to diagnose speaker proficiency, plan curriculum, and evaluate oral communication competency in translation of Hispanics' workplace interactions. The paper next describes the second phase of the consultation/collaboration sessions during which the I ACCESS was used to develop behaviorally descriptive criterion-reference public speaking evaluation forms as the catalyst to critical thinking multicultural message preparation for Hispanics' professional presentations and evaluations. The paper concludes by recommending the macrocultural method of coping with issues of credibility in translation of Hispanics' professional presentations so that divergent realities may be given an opportunity to recode credibility through the "other's" voice and image. Appendixes present an intercultural communication model, the I ACCESS form, a pronunciation skills assessment form, pronunciation review charts, and outlines and evaluation forms for three speeches. Contains 29 references. (Author/RS)

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Using Dialogue Between Researcher and Participants as a Method of Coping with Issues of Credibility in Translation of Hispanics' Professional Presentations

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Presented at the Eighty-First Annual Meeting of the Speech Communication Association, San Antonio, Texas November 18-21,1995

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PART ONE: CREDIBILITY IS, DIVERGENT REALITIES UNITING

Nobel Laureate and modern visionary, Octavio Paz, has observed that human beings have become fragmented: divided into classes, occupations, and groups of minorities. He adds that the coexistence and the network of relationships between different groups forms a "real culture of people" who use their imaginations and linguistic figures to seek hidden resemblances in each other. Paz points out that in seeking each other in their cosmic mirror and listening to each other's voices, opposites communicate. Divergent realities unite having, "Seen themselves, at one and the same time, as creators of images and as images of their creations" (O. Paz, 1990).

Of paramount importance to bilingual-bicultural researchers, educators, consultants, trainers and oral communiucation instructors, is the willingness to listen to the other's voices in order to learn how to:(1) value their culturally different students' and clients' strengths, hopes and skills; (2) recognize that culture, gender, economics and language are dimensions of an individual's identity that influence the individual's approach to change; and (3) assume that the dominant American values do not work for everyone, that the other's "sense of 'being different' can be a starting point in understanding their individual needs in order to collaborate with them to plan interventions" (Arredondo, 1995). In other words, those who want to serve the communication needs of bilingual-bicultural speakers, should learn to adapt their dominant culture lessons to their culturally different audiences.

This paper will describe how a Mexican-American Indian oral communication consultant developed, assessed, taught and evaluated pronunciation and public speaking curriculum for bilingual-bicultural employees of Casanova-Pendrill Publicidad, Inc., a public relations agency in southern California. It will analyze the participants' need to overcome their cultural communication apprehension (i.e., fear of pronouncing words inappropriately or using examples

inappropriately) when presenting their public relations ideas to English speaking advertiser's representatives. It will contrast Edward Hall's *microcultural* analysis method of teaching members of different cultures how to interact with the other (Leeds-Hurwitz, 1990) with the *macrocultural* Intercultural Assessment of Communication Competeny and English Speaking Skills (I ACCESS) method of giving members of different cultures an opportunity to collaborate with each other (Flores, 1994).

ISSUES OF CREDIBILITY IN TRANSLATION OF HISPANICS' PRESENTATIONS

The bicultural-bilingual context this paper discusses is a public relations agency in Irvine, California. It is located in the heart of the "jet-set" business district near Orange County's John Wayne Airport. The agency is the second largest Spanish language advertising firm in the area. Its clients include the Pacific Bell Yellow Pages, Nissan Corporation, Toys Я -Us, the California Lottery, and so many more that over one hundred bilingual-bicultural writers, artists, researchers, programmers, accountants, sales representatives and secretaries were observed working in the many offices and conference rooms taking up the entire third floor of their elegant suite.

Although the majority of the agency's employees are equally fluent in English and Spanish, when it comes to translations of written advertisements, radio commercials, and television commercials, a few of them feel incompetent when explaining their concepts in English over the phone and especially in professional presentations to their bilingual peers and to their monolingual American clients' representatives. In the Spring semester of 1993, one of the writers was asked by his co-workers to enroll in my Speech Communication 027, Vocational Pronunciation Skills Class to find out if I was competent enough to consult with them and help them improve their pronunciation and presentation skills. His opinion was that the entry level assessment instrument used in class clearly targeted oral communication behaviors that could

be changed with pronunciation skills and sociocultural skills interventions.

I was contracted by five of the employees who had an agreement with the owner of the agency to pay for fifty percent of my services and they would split the cost of the other half of my fee. This issue of whether or not bilingual employees should receive training to improve what it was assumed they already had, competence in communicating in both English and Spanish, was a crucial barrier they had to overcome. They estimated that twenty employees had expressed a desire to improve their pronunciation and presentational skills, but that fifteen decided not to confirm their co-workers and boss' suspicions that they were afraid to speak in English.

There are three reasons why twenty of the agency's one hundred employees were afraid to speak in English. The first reason is that traditionally, Hispanics such as Mexican Americans are not expected to participate in public discourse with the Anglo majority because of their, "deeply cultured Mexican idealogy of 'silence' which values detachment and ambivalence" (Gonzalez, 1989). Furthermore, Hispanics who were brought up speaking and/or listening to Spanish as they communicated about their bicultural environment, learned to see the world and think about the world in that one language system. When they are asked to add another reality to that reality, they are being asked to develop proficiency in another language with another way of seeing the world. This is a problem for them because they are being asked to communicate in English in situations, " Where performance demands clarity, specificity, and economy and they may be reading and speaking in English but thinking in Spanish" (Isaacson, 1983).

The second reason many Hispanic professionals feel cultural communication apprehension in the workplace is that they fall into the category of being at-risk communicators because of their self-perceived lack of communication competence when talking to strangers and when speaking in groups (Chesebro, McCroskey, Atwater, Behrenfuss, Cawelti, Gaudino, & Hodges, 1992). It may be that their need to acculturate to the mainstream group in order to become socio-

economically successful motivates them to avoid threatening speaking situations in which they are expected to ,"Speak well, and to be able to behave appropriately in contexts with Anglo-Americans, while maintaining pride in their own cultural heritage" (Collier & Powell, 1990). Another factor that may add to Hispanics' at-risk communication interactions is that of having to speak English and explain Hispanic cultural values while being evaluated by non-Hispanics. The awareness of others evaluating one's performance and the perception that one is not able to meet audience expectations are vital elements of speech anxiety (Ayres, 1986 ; Motley, 1991).

The third reason many Hispanics are apprehensive about making presentations and speaking in their organizational settings is because of the many problems translation of workplace messages can cause. Translation as an organizational activity is critical to the effective functioning of many institutions and it should be reckond with during the planning stages of marketing and public relations campaigns in order to avoid problems (Banks & Banks, 1991). Translation tasks can be in reading, writing, speaking, listening and thinking. Hispanics in organizations usually feel competent reading, writing, listening and thinking in two languages. However, Latinos think it is inappropriate for others to call attention to their accents when they speak English (Collier, 1986).

DISCRIMINATION:SILENT DILEMMA IN THE WORKPLACE?

This issue of whether Anglo-Americans should or should not call attention to a Hispanics' use of inappropriate expressions, mispronunciations, or confusing accents contributes to an intolerable dehumanizing condition in which neither Hispanics nor Anglo-Americans are allowed to listen to each other's voices in order to dialogue with each other until they can merge their realities and make sense out of their shared environment. This creates a dilemma of, "walking on eggshells" when people from diverse backgrounds interact with each other by

withholding discussion of how their values influence the way they react to each other. When left unexpressed, this silent dilemma promotes a communication climate of exclusion in a diverse work environment (Brown, Snedecker & Sykes, 1995). To put it more succinctly, exclusion is discrimination and discrimination is the Anglo-Hispanic silent dilemma in the workplace.

VICTIMS OF A "QUICK FIX" COMMUNICATION PARADIGM

Why are communication educators, trainers, and consultants allowing this discrimination to exist in their classrooms, workplaces, and conference rooms when it is their job to facilitate open, tolerant, cooperative, inclusive communication climates? The root of this problem goes back to how Edward Hall's work in the field of intercultural communication has been continued by contemporary researchers. Hall provided intercultural communication training for the Foreign Service Institute of the U.S. Department of State between 1946 and 1956. Diplomats and their staff were not interested in theories about beliefs, values and attitudes. They wanted immediate and practical applications of words, idioms and phrases to be used in their jobs, as well as a few examples of behaviors to avoid when interacting with members of the other culture. Hall's socio-linguist colleagues provided the diplomats with language skills and Hall focused on developing communication skills for specific small moments of interaction in the areas of:(1) tone of voice, (2) gestures,(3) time, and (4) spatial relationships. Hall taught the diplomats to pay attention to the communication process between representatives of different cultures. Process was considered to be informal. Therefore his method of instruction was to hire native speakers to serve as classroom teachers, so that students would hear the idiomatic usage and pronunciation of speech situations Hall organized. Hall believed they would learn to use appropriate pronunciation informally, as they analyzed communication processes formally (Leeds-Hurtz, 1990). Consequently, his method served as a foundation for focusing

on *what* is spoken, instead of *how* it is pronounced and interpreted when spoken. He neglected the encoding and decoding components of the speech communication process as a possible form of message clarification between culturally diverse speakers and listeners.

Hall's microcultural analysis method of teaching members of different cultures how to interact with each other has been extended to how the dominant educational system assesses, hires, trains, evaluates, and **does not facilitate** the promotion of a significant amount of Hispanics to positions of leadership within organizational settings. When affirmative action spokespersons voice this concern, they are referred to *linguistic* measurement research to assess Hispanics' degree of *communication* competency. For example, the Speaking Proficiency English Assessment Kit (SPEAK) produced by the Test of English as a Foreign Language program, assesses speakers in four areas of spoken English: (1) comprehensibility; (2) pronunciation; (3) grammar; and (4) fluency. The four measurements lack those elements found to be crucial in asessing oral communication competency (unbiased, context-based measures of demonstrated verbal and nonverbal speech communication competencies and their attendent criteria evaluated through standardized levels of proficiency specific to the speaking situation). The SPEAK test is global, vague and arbitrary in defining these measures and makes no concession to the concept of appropriateness or shared meaning. The SPEAK test is not effective in discriminating the speech communication competency of non-native speakers of English, since it only measures the ability to produce certain linguistic features of communication (Powell,1990).

In terms of Anglo-Americans' perception of accented speakers' credibility, Anglo listeners' perception of the accented source has been reported to be unfavorable and has created adverse consequences for accented speakers' in job selection dialogues (Giles, Wilson & Conway, 1982). Mary M. Gill and Diane M. Badzinski (1992) used the Speech Dialect Attitudinal Scale (SDAS) to distinguish "nonAmerican" accents from "American" accents. The American accent condition

was operationalized as accents that are viewed as stereotypic of the "newscaster' accent. The SDAS was used to assess Anglo listeners' perceptions of the accented speaker in relation to (1) socio-intellectual status; (2) aesthetic ; (3) dynamism; and (4) comprehensibility. Comprehensibility was evaluated according to the ease of understanding of the message on a 7 point scale ranging from "not at all" to "extremely". Their findings showed that, "American listeners ascribe more favorable ratings to accents similar to their own, and make more negative assessments of nonAmerican accented speakers" (Gill & Badzinski, 1992). Again, it is obvious that this form of assessing the communication and English speaking competence of non-native speakers of English is based on Hall's "Quick Fix" Paradigm for intercultural communication, since it fails to meet the Speech Communication Association's criteria for asssessing oral communication.

William O. Strom (1994) has tried to shift the "Quick Fix" Paradigm by selecting 28 items from the Perceived Intercultural Communication Competence Scale (PICCS) developed by Martin and Hammer (1989). The goal of his assessment instrument is to discover how well ESL university students communicated with cross-cultural English speaking university conversation partners. Strom's instrument used a scale of:(1=No competence); (2=Poor competence); (3=Average competence); (4=Much competence); and (5=High competence) to evaluate three types of behaviors and one set of communicative functions. Under the category of "Conversational Management Behaviors", Strom listed twelve items. Four items: (#4. Speak clearly); (#7. Make sure other understands); (#9. Speak slowly); and (#12. Ask for clarification) are actual behaviors that can be demonstrated verbally and nonverbally and rated as to degree of appropriateness and level of proficiency in relation to a specific workplace situation. Unfortuneately, the PICCS fails to list criteria in terms of behavioral descriptions. How can speech educators, trainers and consultants collaborate with

Hispanics in facilitating a skill based intervention to expand code-switching **behaviors**, if a Likert-type scale for measuring **attitudes** is used? This is a rhetorical question explicitly stated in order to contrast Hall's "Quick Fix" method of teaching members of different cultures how to *interact* with each other, with Flores' Bicultural Oral Communication Assessment (Boca):Intervention method of teaching members of different cultures how to *collaborate* with each other.

"CULTURE OF PEOPLE" DIALOGUE BETWEEN RESEARCHER AND PARTICIPANTS YIELDS COMMUNICATION COMPETENCIES AND BEHAVIORAL CRITERIA

Generally speaking, the great majority of north American speech communication education, as I have experienced it, is highly ethnocentric. It seems to me that there is a tendency to teach only about the mainstream culture's beliefs, values and attitudes as though they were the only ones or the "right" ones. In my speech education teacher preparation courses, most studies about cultural and linguistic perspectives, tended to be of a comparative nature, with Mexican-American, Chicano and other Hispanic groups always reported as being deficient, apprehensive, and underprepared. Being a member of La Raza, the culture of real people indigenous to the Americas, I relied on indigenous methods of researching the communication needs of the people. Paulo Freire's *Pedagogy of the Oppressed* (1970) taught me to facilitate discussions between participants as they collaborate to solve real people culture problems, and to serve as their consultant and trainer when they arrive at a consensus that an intervention is needed in order to 'redefine' their reality and reach empowerment by moving from passive subject to active agent of the real people culture (Freire, 1970). Consequently the English as a Second Language Functional Communication Teaching-Learning Model (Flores, 1979) was developed to bridge the gap between the methods used in Hall's "Quick Fix" Paradigm for teaching intercultural communication interventions and the methods used in Flores' Bicultural Oral Communication

Assessment(BOCA):Intervention(1993) method of teaching "culturally different" others how to use collaborative oral communication skills for mutual benefit in their shared environment.

Perhaps the most immediate challenge in consulting with real people of the culture is to instill acceptance of the transcending nature of bicultural oral communication and the dynamic opportunity it presents for their empowerment. The effective bicultural communication consultant should consider that, "the language used by these consultants to understand a problem is conveyed through their discourse and other gestures, and affects the understanding of organizational members who participate in the intervention" (Sanchez & Porter, 1991). Also, that the initial assessment and consequential intervention session methods should be conducted in a dialogue-interview style. The flexible nature of an interview allows the investigator to adjust from moment to moment with each respondent in order to gain knowledge about their culture and communicative reality. Furthermore, it is not often that the subjects of communication research get to know the person who is studying them, "Basic exchanges of personal information (between researcher and participants)can be empowering and allow the investigator to exercise interpersonal and linguistic skills expected in the Chicano-Latino communities. Good humanistic rapport with respondents who believe you are trustworthy makes the interviewing process smoother and field data richer" (Rios, 1994). These are some of the considerations that led to the modification of existing communication and/or spoken language assessment instruments and organizational intervention strategies to address the issues of credibility in translation of Hispanics' professional presentations.

The second part of this paper will describe how I used dialogue between myself and five bilingual-bicultural employees of a Hispanic public relations agency as a method of coping with their (1) cultural communication apprehension; (2) English pronunciation apprehension; and; (3) bicultural public speaking apprehension.

PART TWO: USING STANDARDIZED COMPETENCIES AND BEHAVIORAL CRITERIA TO EXPAND HISPANICS' REPERTOIRE OF CREDIBILITY COPING SKILLS

One day prior to each meeting with the Casanova-Pendrill Publicidad, Inc. (CP) employees, I prepared assessment forms, pronunciation lessons, speech presentation samples and/or evaluation forms as our previous dialogue-interview had shown were needed. I was writing the workbook for Vocational Success Pronunciation Skills at the time and used message clarification interactions in it, specifically written from what I was learning through dialogues with my CP clients. The intercultural communication and language apprehension (ICLA) was taken from my Vocational Success Communication Skills Class, and the public speaking presentations utilized sample outlines taken from my Bicultural Academic Success Communication Skills class. Each of these classes uses criterion-referenced evaluation forms to measure speaker competency. This is how the course of consultation/collaboration evolved:

Date	Goal	Consultation/Collaboration Interactions
2/24	Reduce ICLA	Bicultural Encoding/Decoding Process ;IACCESS & BOCA Diagnostics
3/24	Clarify Pron.	Pronunciation Clarification Collaboration:[æ]; [ʌ]; [ə]
3/10	Clarify Pron.	Pron. Clarif. Collaboration:[ʃ -tʃ -dʒ]; IPA & Dangerous Sounds
3/17	Clarify Pron.	Pron. Clarif. Collaboration:[z - ʒ]; IPA Key Sounds Overview
3/24		No Consultation Today. Dead Car Battery. Sorry!
3/31	Evaluate Pron.	Pron. Clarif. & Eval. Collaborations Taped:[ɑ];[oʊ]; [ɔ]
4/7	Evaluate Pron.	Pron. Clarif. & Eval. Collaborations Taped:[ʊ];[ʒ];[ɝ];[ɪ]
4/14	Plan Message	Collaboration to Plan Speeches to Advertise + Pronunciation Chart
4/21		No Consultation Today. CP Business Meeting in Seattle & Florida
4/28	Eval. Message	Present; Evaluate; Clarify Speeches to Advertise a CP Concept
5/5-26		No Consultations this Month. CP's El Mes De La Raza
6/7	Reduce ICLA	Job-Site Bicultual Interaction Analysis, Practice Collaboration
6/14	Relating	Job-Site Bicultural Interactions Videotaped & Evaluated; Speeches to Explain a CP Job-Site Process:Outline Collaboration
6/21	Credibility	Speeches to Explain a CP Process:Practiced,Videotaped, Evaluated Speeches to Motivate about a CP Job-Concept:Outline Collaboration
6/28	Credibility	Speech to Motivate /CP Concept:Practiced, Videotaped, Evaluated Speeches to Analyze a Controversial Concept:Outline Collaboration
7/6	Credibility Competency	Speeches to Analyze a Controversial Concept:Practiced, Videotaped, Evaluated; Final I ACCESS Evaluation & Recommendations.

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Reducing Intercultural Communication and Language Apprehension (ICLA) Through Pronunciation Clarification Consultation/Collaboration

The schedule of Consultation/Collaboration Interactions that evolved at CP, illustates how I coped with issues of credibility in translation of Hispanics' professional presentations in two self-generated phases: (1) Phase One, developing Bicultural Oral Communication Competency through pronunciation skills; and (2) Phase Two, developing Intercultural Communication and English Speaking Competency through multicultural critical thinking skills.

Phase One consisted of eight -two hour sessions starting on February 24,1993 and ending on April 28, 1993. We met in a small workroom containing three round tables, an easel, and an overhead projector. The windows afforded a panoramic view of green and gold rolling hills and the ridge of Saddle Back Mountain to the left and a stream of vehicle's headlights flowing past the foot of Irvine's skyscraper's to the right. This description of our environment was the first translation we collaborated on as a form of small talk and as a way of establishing my credentials as a member of the real people culture. I uttered the description in English and they helped me translate in to Spanish insisting that I repeat it for their verification. After I spoke the translation, the group leader (Client A: writer with an M.A. in Mass Communication from a northwestern American university, male, born in South America) looked around the room and said, "Les dije, habla Cristiano" [I told you, she speaks Christian, which means: 'our way'].

Not only did our initial conversation establish my credentials as an authentic bicultural-bilingual speech communication instructor, but it also led into our first lesson of collaborating to reduce our intercultural communication and language apprehension, by self-disclosing to each other that we were afraid we might be working in a "cold,clinical" communication climate. According to recent literature on communication apprehension in a second language and culture, other cultures don't value face to face oral communication because it is too easy to insult the

"other" if the message and pronunciation is not carefully thought out. Also, there is a keen awareness that nonverbal immediacy and competency are based on appropriateness, understanding what is expected, even if you don't have the skill (Allen, O'Mara, Long, 1994).

Furthermore, Latinos value teacher immediacy. They appreciate the content of the course to a greater degree if the teacher reduces their uncertainty about their ability to learn, speak English well, and maintain pride in their own culture (Collier, 1991). Skills training has been recommended as a way of remediating communication anxiety and at-risk students' apprehension about talking to strangers on the phone and in face to face situations. Because acquiring additional knowledge about language and communication, receiving training in communication skills and getting practice, it is possible that communication apprehension in a second language may be reduced (Daly and McCroskey, 1984; Rosenfeld, Grant and McCroskey, 1995; Allen, O'Mara and Long, 1994).

In order to reduce intercultural communication and language apprehension, I used their overhead projector to display a transparency of the *Transcending Intentional Intercultural Communication* model (Flores, 1991) shown in Appendix A , which illustrates encoding and decoding processes necessary to maintain relationships in the workplace. The clients were provided with a handout as we discussed the following clarification dialogue/transaction:

Maintaining Relationships

In order to ask questions, give information, explain how to do something, avoid accidents and gain cooperation from directors, managers, supervisors, co-workers, clients and/or vendors, non-native speakers of English need to express themselves clearly. Very often they can read and write what they mean. But saying it in a hurry causes misunderstandings because of problems with mispronunciation. If you think you are not being understood, or if you don't understand, follow this process:

Cultural Value & Pronunciation Clarification Process

1. Receiver: **Paraphrase** the part of the message you think you *do* understand,"I heard you say I should throw the big boss into the trash bin."

2. Receiver: **Ask An Open Question**, "*Why* should I throw the boss into the trash bin?"

3. Source: **Clarify** by giving additional information, "No, I don't mean Charlie, the big boss. I mean this carton container, the big box!"

4. Receiver: **Give Cultural Value Feedback**, "Oh, I understand. You mean la caja, the box, not the boss. We could lose our jobs if we try to throw the boss into the trash bin!"

I asked Client B (writer and accounts manager with an M.A. in Media Communication from a univerity in Mexico, female, born in Mexico) to read the Receiver's dialogue and Client C (writer with a B.A. in Public Relations and Journalism from a university in Central America, born in Central America) to read the Source's dialogue. Clients A and D ("D" writer and media programmer with an A.A. in Public Relations from a southwestern American community college, born in Texas, U.S.A.) to jot down what they think they heard the Receiver and Source read in the dialogue. Client E was observing us on the other side of the glass partition. He remained the silent client all through phase one and phase two of my consultations. He was one of the owners of the agency that the other four clients had to convince about their ability to improve. Thus, he was our "audience" and judge of "appropriateness". Clients A, B, C and D turned their backs to him so that he wouldn't " read their lips". I got the picture. They were apprehensive at that moment because he was evaluating them. I reduced anxiety by moving the screen and projector so that they would block silent Client E's access to our interactions.

During the discussion about the clarification process, the first thing we agreed on was that communication is dynamic and you can take the time to clarify through feedback. But the big problem was pronunciation. Client B said she thought the receiver wanted to throw the boss

into the **beans** and Client A said "the **beans** were okay, but she said **voz**, not boss." I explained that the confusion between **beans/bin** [binz / bɪn] was because in Spanish the vowel "i" is pronounced [i] so this was simply transferred to English, and that the "o" in spanish is always an "o" but that in English it can sound like [bɔs]. Also, that the consonants [b/v] are often substituted for each other in Spanish. I told them this was something we would become aware of, practice and improve in the next six lessons. I also explained that language influences culture and culture influences language so I needed to assess their oral pronunciation skills as they spoke within a workplace context. Then, I would design pronunciation interactions to meet their specific needs. I projected transparencies of the I ACCESS (Appendix B) and the BOCA: (Appendix C) evaluation forms for them to refer to as I described the competencies and their attendant criteria as well as the levels of competency the overall scores reveal. I stressed that this was simply for us to see "what we need to add to what you already know how to do" and took about 10 minutes per client to diagnose their intercultural and pronunciation skills. I shared my opinions of their skills , orally with the group. We agreed to work as a team to develop contexts, phrases and vocabulary contrasts that I could use as practice materials.

The clients were now caught up in their own learning and were more than willing to become a part of my research. When speech students are given an opportunity to explore their own course content, they are being empowered by taking ownership of their speaking skills, they discover that research can become an exciting and stimulating way to improve their speaking skills (Noll, 1991). I prepared messages for them to practice pronouncing and evaluating by using some of the key sounds I noticed they had a problem with in the diagnostic session, with the words they called to share and what they faxed me during the week before the next lesson.

The largest portion of Phase One was spent on pronunciation skills as I explained and modeled appropriate articulation, emphasis and syllabification. As soon as I had finished my part of

being a role model, I became a consultant. Clients A, B, C and D joined as a group to repeat the words and sentences I pronounced. Then they took turns pronouncing, giving feedback and clarifying mispronunciations until they understood and could control target sounds. A typical session agenda followed this collaboration timeline:

▼▼▼

"Profesora, I think Spanish speakers have these same problems." "A CP Employee" is right. I developed a pronunciation chart to help my clients avoid dangerous sounds in the workplace (Appendix D) and donated an extra half hour to our third session coping with this vital element of cultural inappropriateness that was contributing to their communication apprehension. By the fourth session we developed an International Phonetic Symbol Key Sounds Overview Chart (Appendix E) to use as a reference in coping with issues of oral translation in over the phone conversations and in face to face interactions.

The fifth, sixth, seventh and eighth sessions of Phase One focused on using evaluation forms to give each other feedback about written clarification dialogues and to plan and evaluate their Speeches To Advertise A CP Product (Appendix F). Clients A, B, C, and D perception checked with silent Client E about which CP concept needed my special attention. In other words they asked for feedback about which interactions had been confusing when communicated in English. Then they prepared the copy for their ads, visual aids and a pronunciation chart to explain how they had planned an articulation strategy to avoid inappropriate pronunciation. They worked in dyads and I divided my time between them as they consulted with me to prepare their first speeches. On the day of these pronunciation clarification speeches, the speakers self-evaluated their messages by using the criteria listed on their evaluation forms. The use of these forms provided them with the opportunity to orally self-evaluate and improve their pronunciation confidence to the point that no barrier was used to keep silent Client E from observing their progress. When speakers are allowed to compare each other's oral evaluations they, "tend to present exceptionally well-organized and delivered final speeches which seem to incorporate insights gained from the self-evaluation process" (Mino, 1995).

During our dialogues about their self-evaluations, I reminded them to first point out what their strengths had been by explicitly describing specific behaviors that had worked well in

in their speeches and then to self-disclose words or phrases that needed clarification and how they could be pronounced more appropriately. Client A's speech advertised a California Lottery "scratcher" card . Client B's speech advertised the Energizer Bunny's Batteries. Client C's speech advertised the Pacific Bell Yellow Pages. Client D's speech advertised a toy Wonder Bread Delivery Truck. After listening to their self-evaluations and adding my observations, I listed each speaker's set of "Interference" sounds on the following chart and asked them to use their articulation visual aid charts to show us how to change the inappropriate sounds:

Interferences in Interpretations of Hispanics's English Pronunciation

Speaker	Intended	Pronounced	Interpretaion of Translation Skills
Client A:	last	lust	"Lust number ?" (sex) not appropriate
California	strategy	strutagy	"Good struts?" (for a car) not appropriate
Lottery	lucky	lacky	"Lacky winner?" (a wimp?) not appropriate
	slot	slut	"Scratch the slut?" (sex) not appropriate
	other	odor	"Odor prizes?" (toilet) not appropriate
Client B:	bunny	Bonnie	"Bonnie's a girl, not a rabbit" inappropriate
Energizer	battery	buttery	"The butter's ready?" not appropriate
Bunny	stand	stunt	"Any check-out stunt?" not appropriate
	didn't consider	deed con cedar	"He paid a deed with cedar?" not appropriate
	good footage	gooed food itch	"They want gooed food itch?" not approriate
Client C:	yellow	Jello	"Jello pages?" not appropriate
Yellow	which	wish	"It shows wish areas?" not appropriate
Pages	pages	pay chess	"Read the pay chess?" not appropriate
	usage	juices	"Maps get a lot of juices?' not appropriate
	calls	coals	"Place conference coals?" not appropriate
Client D:	commercial	come-air-shell	"A daily come-air-shell?" not appropriate
Wonder	wonder	wander	"I ate some wander bread?" not appropriate
Bread	other	otter	"Otter bread costs less?" not appropriate
	manage	man itch	" We man itch the account?" not appropriate
	words	wards	"I translate his wards?" not appropriate

Please write a sentence using all of your problem words & show us how to pronounce it.

Sentence:_____

_____

By using the Bicultural Oral Communication Competency (BOCA) framework (Appendix C) I was able to diagnoze my clients' pronunciation skills within a workplace context, make them aware of (1) encoding processes; (2) appropriate pronounciation of vowels and consonants; (3) how to articulate word endings; (4) how to emphasize syllables to convey intended meaning; and (5) how to adapt to the context in selecting language that communicates messsage function and intention when communicating orally to a listener from a different culture and language system. After my clients had become aware of the interferences in interpretations of their English pronunciation, they used collaborative dialogues to prepare, pronounce, evaluate and overcome their workplace translation and speaking interferences.

Reducing Intercultural Communication and Language Apprehension (ICLA) Through Multicultural Critical Thinking Consultation/Collaboration

The Second Phase, focusing on learning how to cope with speech anxiety when making product and concept presentations, was postponed during the month of May. All of my clients were busy with Cinco De Mayo, El Dia De La Raza and other days set aside to celebrate liberation of foreign domination of the Spanish speaking Americas. It's a great time for selling merchandize to all Hispanics. It's like the Christmas season to shopping malls (Silent Client E, 1993).

Therefore, I facilitated my clients' reduction of intercultural communication and language apprehension in the context of workplace multicultural critical thinking interactions during Phase Two. Phase Two consisted of five -two hour sessions starting on June 7, 1993 and ending on July 6, 1993. We met in a campaign planning room containing one large conference table in the center of the room. One wall housed the VCR equipment used to analyze tv commercials. I set up my own tripod and video camcorder facing the closed doors of the VCR storage unit. The four clients were able to stand in the area between the end of the table and the VCR wall to make their presentations as they were videotaped. This room also was partitioned with a glass wall

through which the speakers were observed (by colleagues working late and one or both of the agency's owners) consulting, practicing, presenting and evaluating their speeches.

In reference to how I interacted with my clients in order to promote awareness of culturally divergent job-site relationship maintenance strategies, I used their overhead projector to display and analyze a competency-based, criteria-referenced job-site interaction. After the clients became aware of the skills needed to "Redirect Requests for Information About Personal Values, During Job Interviews" (Appendix G), they worked in dyads to prepare interactions using examples and language specifically related to their jobs at the public realtions agency. I consulted with them as they became aware of the "other's" expectations, defined their own values and planned phrases to (1) disclose information about intended methods and procedures to be used for adapting to other's suggestions ; (2) identify a shared value; and (3) express appreciation for other's similar value. I modeled appropriate pronunciation of their key words and explained interaction processes. Then, I videotaped the four interactions. Clients A and B viewed Clients C and D and gave them feedback using their competency-based evaluation forms to evaluate the appropriateness of their interactions. After that, Clients C and D evaluated Clients A and B. All four of the speaker/listeners reported reduction in intercultural communication and language apprehension during these interactions because they had an opportunity to analyze what their listener expected to hear and they had time to look up the way to pronounce the key words. Time was needed for appropriate *translation of what they already knew.* Translating well instilled pride in their culture and decreased their communication anxiety.

The greater part of Phase Two was spent on developing multicultural critical thinking skills by using public speaking sample speeches and competency-based evaluation forms that I use in my Bicultural Academic Success Communication Skills; and my Public Speaking classes. The reason my teaching and training methods focus on multicultural interactions, is that I encourage

my students and clients to "see the other image and listen to the other voice" (Paz,1990) when they are collaborating with each other in the arrangement and evaluation of their presentations. As they work with each other, it becomes apparent that today's classrooms and workplaces are culturally diverse and the only way to clarify cultural confusion is for the encoder and decoder to recode a new reality of shared meaning with each other (Flores, 1994).

The public speaking portion of Phase Two was made up of three speech modules: Speeches to Explain a CP Job-Site Process (Speech Outline & Evaluation Form Appendix H); Speeches to Motivate to Action about a CP Job-Concept (Evaluation Form Appendix I); and Speeches to Analyze a Controversial CP Concept (Evaluation Form Appendix J). During the last forty-five minutes of the second session of Phase Two, the clients were given a packet of sample Speeches to Explain a Job-Related Process together with correlating guidelines and competency-based evaluation forms. Then, on the third session of Phase Two, they collaborated with each other as I consulted with them to prepare their speech outlines and pronunciation of crucial terms and phrases for about thirty minutes. The speeches were then videotaped and very briefly self-evaluated orally. Viewing and competency-based evaluation was withheld until the following session so that there would be sufficient time to discuss the packet for preparing the motivation speeches.

The fourth and fifth sessions followed this same agenda of formal viewing and evaluation of videotaped speeches first, preparation of speech outlines second, videotaping of presentaions third, and discription of their next assignment last. However, the fifth and final session ran forty five minutes longer than usual in order to evaluate the last speeches and to administer the Assessment of Communication Competency and English Speaking Skills test. I returned the test results to each client by mail. Throughout Phase One and Two, Client A would collect the fifty percent of my consultation fee that the owner said CP's employees had to pay because they were

not competent bilingual communicators. After seeing the I ACCESS (Flores, 1994, Appendix B) results, he payed a hundred percent of my consultation fee. My client's called me to let me know that he paid the full amount because they showed him their evaluation forms, videotapes, and test results and felt that they were entitled to be treated as competent bilingual-bicultural communicators, the same as the other employees who are paid to update their technical skills. Therefore the silent dilemma in Anglo-Hispanic workplace relationships, discrimination due to a lack of communication skills, can be transcended.

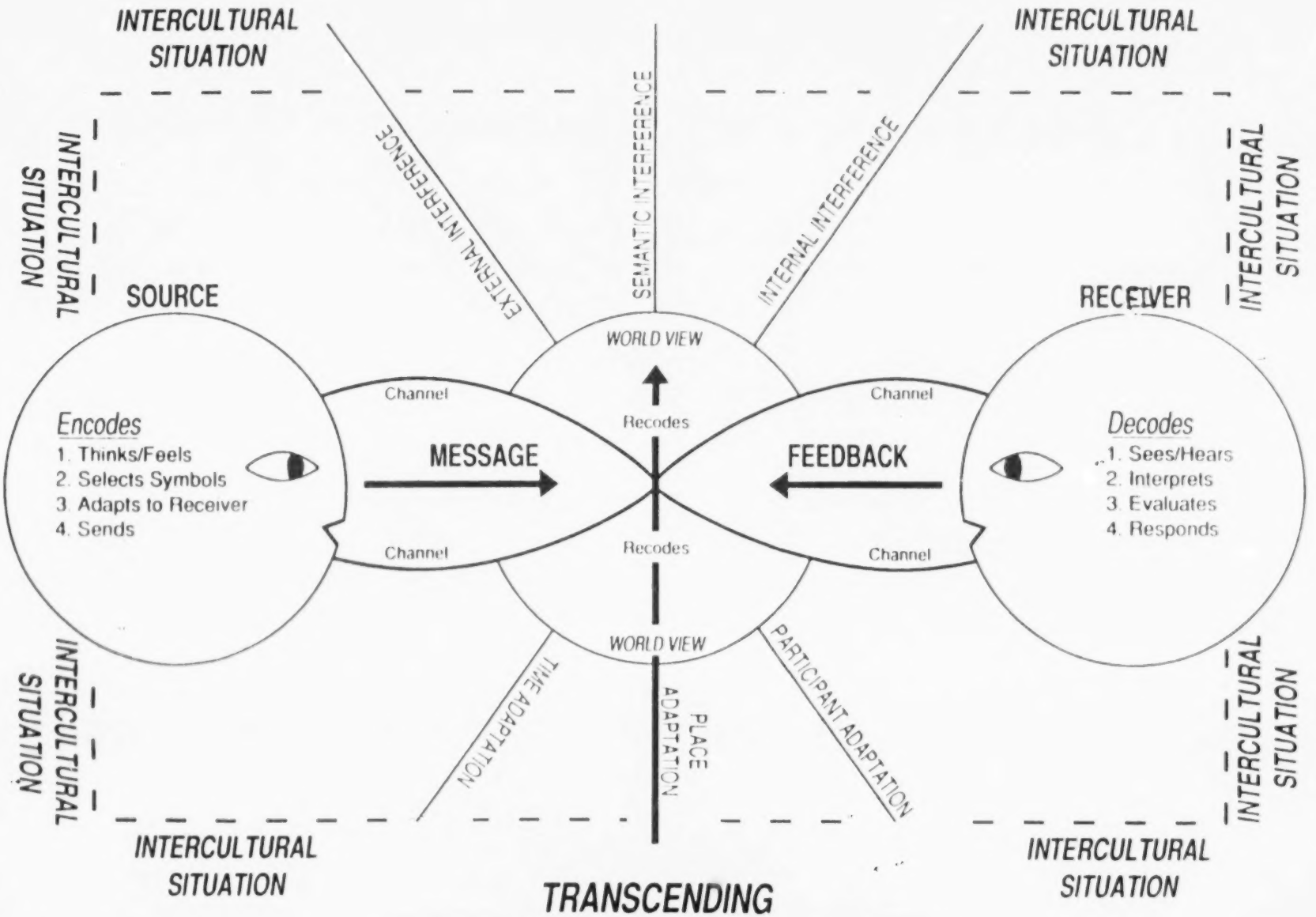
SUMMARY

Essentially, this paper (1) contrasted Edward Hall's *microcultural* analysis method of teaching members of different cultures how to interact with the others, with Norma Flores' *macrocultural* Intercultural Assessment of Communication Competency and English Speaking Skills (I ACCESS) method of giving members of different cultures an opportunity to collaborate with each other; (2) described Phase One of the consultation/collaboration sessions during which the Bicultural Oral Communication Assessment (BOCA) pronunciation test was used to diagnose speaker proficiency, plan curriculum and evaluate oral communication competency in translation of Hispanics' workplace interactions; (3) described Phase Two of the consultation/ collaboration sessions during which the Intercultural Assessment of Communication Competency and English Speaking Skills (I ACCESS) was used to develop behaviorally descriptive criterion-referenced public speaking evaluation forms as the catalyst to critical thinking multicultural message preparation for Hispanics' professional presentations and evaluations; and respectfully (4) recommended the *macrocultural* method of coping with issues of crediblity in translation of Hispanics' professional presentations so that divergent realities may be given an opportunity to recode credibilty through the "other's" voice and image.

Appendix:

Using Dialogue Between Researcher and Participants as a Method of Coping with Issues of Credibility in Translation of Hispanics' Professional Presentations

by Norma Landa Flores



TRANSCENDING

INTENTIONAL INTERCULTURAL COMMUNICATION

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Intercultural Assessment of Communication Competency & English Speaking Skills

Examinee's Last Name:_____ Examinee's First Name:_____ I.D.#_____

Examiner: Look at the communication interactions on this page so that you can notice the various processes people use to do their work related tasks in their culturally diverse job situations.

Examinee's responses may be written in the space below:

Examiner: Make believe that you are at a job interview about the kind of work that interests you and answer the following questions about your kind of work.

Examiner Q: What kind of work do you know how to do that might involve you in a culturally diverse situation?

Examiner Q: What kind of actions or procedures would you have to use in order to get your job done safely and effectively?

Examiner Q: Why do you think that your way of getting the job done will be beneficial to all of the people involved in the culturally diverse job situation?

Competencies & Criteria

One:	Two:	Three:	Four:	Five:	Six:	Seven:
(Purpose/Focus)	(Organization)	(Examples)	(Vocabulary/Grammar)	(Pronunciation/Emphasis)	(Nonverbal Congruency)	(Use of Time Allotted)
__Paraphrases Other's Purp.	__Previews Bhvrs.	__Reports Chron. Behvrs.	__Speaks English	__Is Audibe/Encodes	__Gives Oral Responses	__Avoids Pauses
__Highlights Other's Idea	__Uses Transitions	__Describes Context Cond.	__Is Accurate/Precise	__Uses Standard Vowel	to Aural Prompts	__Avoids Extensive
__Discloses Qualifications	__Gives Specifics	__Defines Tech. Terms	in Linking Words and	and Consonant Sounds	__Clarifies Attitude	Non-Pertinent Responses
__Responds to Question	__Highlights Instr.	__Reports Other's Percep.	Phrases to Questions	__Explicitly Articulates	Corresponding with	__Avoids Abruptness
__Focuses On Directions	__Summarizes	__Gives Own Opinion	__Uses Continuity	Word Endings	Visual Prompts	__Avoids Fallacious
			__Gives Vivid Details	__Conveys Meaning of	__Discloses Cul. Percep.	Reasoning Process
			Relevant to Other	Emphasized Syllables	__Reinforces Cul. Value	__Sufficiently Balances Use of
			__Avoids Vague Terms	__Communicates Message	__Avoids Distractive	Time for Each Response in
				Function and Intention	Verbal/Nonverbal Bhvr	Relation to Mutual Purposes
0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

5 criteria x 7 competencies=35 points
exp: 35-8=27/7=3.85%=Proficient

Total possible points=35-___=___/7___score

Rating Scale: 5=Effective 4=Proficient 3=Functional 2=At-Risk 1=Restricted

I ACCESS c by Norma Landa Flores, 1994 Department of Speech Communication, Golden West College, Huntington Beach, CA

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Student's Last Name_____ First Name_____ ID#_____

Bicultural Oral Communication Assessment :Pronunciation Skills

Competency	Criteria	Rating
Question Number 1:		
Q:What kind of work are you interested in and how did you get interested in this kind of work?	__Is Audible/Encodes __Uses Standard Vowel & Consonant Sounds __Explicitly Articulates Word Endings	
A:_____	__Conveys Meaning of Emphasized Syllables __Communicates Message Function & Intention	
_____		1 2 3 4 5
Question Number 2:		
Q:What part of your work do you enjoy doing the most and why do you like doing it ?	__Is Audible/Encodes __Uses Standard Vowel & Consonant Sounds __Explicitly Articulates Word Endings	
A:_____	__Conveys Meaning of Emphasized Syllables __Communicates Message Function & Intention	
_____		1 2 3 4 5
Question Number 3:		
Q:Give me an example of who doesn't understand you When you speak English at work, when, why, what happens and how do you feel about it?	__Is Audible/Encodes __Uses Standard Vowel & Consonant Sounds __Explicitly Articulates Word Endings	
A:_____	__Conveys Meaning of Emphasized Syllables __Communicates Message Function & Intention	
_____		1 2 3 4 5

Rating:5=Effective 4=Proficient 3=Functional 2=At-Risk 1=Restricted **Total Score**__/5=___

Diagnostic:_____Contrasted to_____ date:_____

Dangerous Vowel Sounds to Avoid in Hispanics' Workplace Translations

	Front	Central	Back	
High	[i] beach, sheet piece, leaks, teeth	[ɜ˞] Bert, burns	[u]	
	[ɪ] six, fill, each	[ɚ] Virginia	[ʊ]	would, cook
	[eɪ] cake, wait	[aɪ] like	[oʊ]	coke, combs focus
Mid	[ɛ] pennies	[ɔɪ] boils	[aʊ]	count
		[ə] assess	[ɔ]	coughing, hall
Low	[æ] can't, facts, faxed sacks, packer, last	[ʌ] crutch	[ɑ]	fox, sock, slot robbers

Dangerous Consonant Sounds to Avoid in Hispanics' Workplace Translations

	Front	Central	Back	
High		[dʒ] manage message		
	[p] help	[b] crab		
Mid	[θ] teeth	[ʒ] version		
	[ð] breathe other	[r˞] heart, fork, party		
	[s] disk	[z] excuse me, as	[k] ask, access	[g] digs
Low				

Vowel Review Articulation Chart

	Front	Central	Back	
High	i peach	ɝ shirt, work	u	fool
	ɪ pitch, six	ɚ letters	ʊ	full
Middle	eɪ wait, makes	aɪ time	oʊ	hoe
	ɛ wet, Ed, sex	ɔɪ hoist	aʊ	how
		ə magazine	ɔ	taught, walk
Low	æ add, Max, FAX	ʌ shut	ɑ	tot, Tom, Fox

Consonant Articulation Review Chart

	Front	Central	Back
High	light l, neat t, chews tʃ, cap p	call l, dʒ juice, need d, cab b, nght r	
Middle	teeth θ, wear w, shoes ʃ	teethe ð, where hw	hair h, vision ʒ, car r.	song singing ŋ
Low	half f, Sue's s	have v, z zoos	k back	g back

Speaker_____

Speech to Advertise a CP Product or Concept

Introduction: Pronunciation

1. Attention (say or show something to get attention) _____

2. Credibility: (say how you found out about the product) _____

3. Purpose: (say the name of the product) _____

4. Preview: "I'll tell you what it looks like, how to use it, and why you should get one." _____

Body:

I. First, I will describe the product to you. _____

A. This is what it looks like on the outside. _____

1. (Composition, size, shape)_____ _____

_____ _____

2. (Weight, colors, label)_____ _____

B. This is what it looks like on the inside. _____

1. (Composition, color, smell)_____ _____

_____ _____

2. (Taste, touch sound)_____ _____

_____ _____

II. You know what it looks like, now I'll tell you how to use it.

A. This is how to get ready to use it. _____

1. (step one)_____ _____

2. (step two)_____ _____

3. (step three)_____ _____

B. This is how to actually use it _____

1. (1st method/purpose)_____ _____

2. (2nd method/purpose)_____ _____

3. (3rd method/purpose)_____ _____

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C. This is what to do after using it. _____

1. (maintain/save this way)_____ _____

2. (recycle this way)_____ _____

3. (dispose of this way)_____ _____ _____

III. So far, You know what it looks like & how it works. _____
Now I'll tell you why you should have one.

A. It will solve these problems for you. _____

1. (save time, money, energy)_____ _____

2. (protect health, safety, sense of belonging)___ _____

_____ _____

B. It is easy to get one of these. _____

1. (places, times, how to get there)_____ _____

2. (prices, who to talk to, how to get a bargain)_____ _____

_____ _____

Conclusion:

1. Summary: (key ideas of 3 main points)_____ _____

2. Balanced Ending: Relate back to how you got their attention. _____

Communication Interaction:

1. Feedback: "I heard you say_____"

2. Open Question:(why, what, who, when, how, where)_____"

3. Clarification: (Speaker: explain or give additional information) _____

Delivery: Rating:

Eyes_____1 2 3 4 5 Language_____1 2 3 4 5 130-___=_____

Voice_____1 2 3 4 5 Organization_____ 1 2 3 4 5 ____/130=____=_____

Visual Aid_____ 1 2 3 4 5 Time_____1 2 3 4 5

Diagnostic:Work on_____ Contrasted to_____

A=Effective	B=Proficient	C=Functional	D=At Risk	F=Restricted
5	4	3	2	1

Outline & Evaluation of a Vocational Interaction

Skill 7: *"Redirecting Requests for Information About Personal Values During Job Interviews"*

Context: _____

Criteria	Skill	Interaction
Gave free information about specific job goal & expectations, expressed belief about an attitude, used open ? about other's beliefs & attitudes **yes no**	1. S:	
Used owned language to restate & agree with other's expectations, belief & attitude, asked closed ? to encourage further disclosure about other's belief **yes no**	1. L:	
Verified similar belief, highlighted main value **yes no**	2. S:	
Restated other's main value, asked open ? to encourage further behavior descriptions related to other's belief **yes no**	2. L:	
Used specific description to disclose conditions & expectations, asked open ? to encourage disclosure about method & intention of following other's suggestion **yes no**	3. S:	

Used own language to disclose information about methods & procedures for adapting to other's suggestion & main value 3. L:

yes no _____

Used behavior descrip. to disclose confusion, used open ? to encourage further disclosure about other's personal belief, value or attitude 4. S:

yes no _____

Used behavior descrip. to redirect request for information about personal belief,values or attitudes, disclosed similar value and intent in the immediate context 4. L:

yes no _____

Acknowledged other's clarification, highlighted & expressed appreciation for other's similar value 5. S:

yes no _____

Used congruent behavior to express appreciation, & competence, ended conversation amicably 5. L:

yes no _____

Speaker's Name:_____ Listener's Name:_____

Competencies:__10__8__6__4__2__0 Competencies:__10__8__6__4__2__0

CP/1993 Speaker_____

Assessment of a Speech to Explain a CP Job-Site Process

INTRODUCTION	RATING
1. Attention: Used a specific technique to arouse interest_____	1 2 3 4 5
2. Credibility:Said why or how he/she knows about the process_____	1 2 3 4 5
3. Relevance:Said how audience is, was, or may be affected by the process_____	1 2 3 4 5
4. Purpose:Specifically stated, "To Explain How_____"	1 2 3 4 5
5. Preview:Provided a chronological guide to mainpoints of the speech_____	1 2 3 4 5

BODY

I. First Main Point used a chronological pattern of arrangement_____	1 2 3 4 5
A. Minor Point subordinated steps_____	1 2 3 4 5
Subpoints stressed the process_____	1 2 3 4 5
B. Minor Point subordinated steps_____	1 2 3 4 5
Subpoints stressed the process_____	1 2 3 4 5
(First Main Point cited source/s of support)_____	1 2 3 4 5
TRANSITION from first Main Point to Second Main Point used_____	1 2 3 4 5
II. Second Main Point used a chronological pattern of arrangement_____	1 2 3 4 5
A. Minor Point subordinated steps_____	1 2 3 4 5
Subpoints stressed the process_____	1 2 3 4 5
B. Minor Point subordinated steps_____	1 2 3 4 5
Subpoints stressed the process_____	1 2 3 4 5
(Second Main Point cited source/s of support)_____	1 2 3 4 5
TRANSITION from second Main Point to third Main Point used_____	1 2 3 4 5

III. Third Main Point used a chronological pattern of arrangement _____ 1 2 3 4 5

A. Minor Point subordinated steps _____ 1 2 3 4 5

Subpoints stressed the process _____ 1 2 3 4 5

B. Minor Point subordinated steps _____ 1 2 3 4 5

Subpoints stressed the process _____ 1 2 3 4 5

(Third Main Point cited source/s of support) _____ 1 2 3 4 5

CONCLUSION

1. Summary and essence of main ideas included _____ 1 2 3 4 5

2. Wrap-Up related to attention getting technique _____ 1 2 3 4 5

DELIVERY

1. Use of visual aids, gestures, body movements _____ 1 2 3 4 5

2. Use of eye contact, facial expression, nonverbal congruency _____ 1 2 3 4 5

3. Use of voice ,loud enough, lack of clutter, appropriate emphasis _____ 1 2 3 4 5

4. Use of language ,accurate, precise, descriptive, appropriate pronunciation _____ 1 2 3 4 5

5. Use of time, started @_____ ended @_____ total time=_____ 1 2 3 4 5

Outline_____

References_____

Speech_____

Total_____/190=_____% = Grade of_____

Public Speaking Communication Competency Rating

A=Effective	B=Proficient	C=Functional	D=At Risk	F=Restricted Communication Skills
5	4	3	2	1

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Key Idea Outline for a CP Speech to Explain a Process

Introduction:

1. Attention: See this can of Coca Cola soda "pop"?

2. Relevance: It is a simple American artifact which has evolved into a cultural artifact because of our advertising methods.

3. Credibility: I am a Baby Boomer and have been drinking Coca-Cola through many stages of its advertising campaign. I even got involved when Coca-Cola starting using Nutra-Sweet, which is one of my accounts at Casanova-Pendrill Publicidad.

4. Purpose: This afternoon, I will be explaining how Diet Coke has become part of our "pop" culture because of advertising.

5. Preview: First, I'll explain how the Baby Boomers have influenced Diet Coke's development. Second, I'll explain how Coca-Cola decided to switch to Nutra Sweet, and finally I'll explain how Diet Coke introduced its present "Taste It All and Age" campaign.

Body:

I. Coca Cola sales campaigns have changed along with the needs of the Baby Boomer generation.

   A. Let me tell you about the Baby Boomers.

      1. After the end of World War II, no more time spent on fighting, people believed in "make love not war".

      2. So, the big boom of babies came along.

   B. Children of the sixties thought they could change the world overnight.

      1. They changed the world's taste in music with rock and roll that gave us Elvis, the Beatles, the Rolling Stones, to name a few.

      2. Baby Boomers were seen as obnoxious children that became feminists, brought on the sexual revolution, wore tight jeans and became protective of the environment.

II. Coca-cola switched to Nutra Sweet because Baby Boomers were concerned about their weight.

   A. Thirty years later, the Baby Boomers were in their 30's and Coca Cola was still listening.

      1. In 1981, Nutra Sweet was introduced to help Baby Boomers stay trim because it was advertised to have only one little calorie per can of Coke.

      2. Nutra Sweet is 180 times sweeter than sugar, which we had been consuming 20 lbs of per person per year, until we introduced the sugar substitute, Nutra Sweet in Coke.

B. By 1991, Coca Cola was still meeting the needs of Baby Boomers

1. In 1991 Nutra Sweet had sales of $954 million and two thirds of these sales were to Coca Cola and Pepsi.

2. Well, that represented a problem for the environment because Coca Cola and Pepsi, which were once artifacts representing the changing Baby Boomer generation, discovered that we had to change the way we were disposing of our cans and our garbage.

III. Coca Cola implemented the "Taste It All and Age" campaign

A. A new industry was born.

1. The new generation is drinking taste-free water in re-cycable bottles. You can see all those recycling machines outside every super market and we use special bins for our aluminum cans.

2. This has created a re-cycling business with discount stores and catalogues promoting all kinds of cute garbage baskets and "all you need but you haven't thought about" things that we can get some money back from by re-cycling.

B. Last year, sales of Diet Cokes were not good.

1. So, Coca-Cola changed their campaign. I'm sure you have seen it on TV. It targets my generation, the Baby Boomers.

2. The campaign is about "Taste It All And Age". It reminds us the Baby Boomers, by sheer force of numbers, have always made their stage in life the hip stage to be in. Coca-Cola knows we don't want to age. We feel at our prime and we don't want to act our age. We're still listening to rock and roll and we're still wearing jeans. Their new campaign helps us taste it all and increase their sales too.

Conclusion:

1. To sum it all up, this little artifact, the Coca-Cola can, has been changing little by little in order to meet the needs of our daily lives, by helping us taste our Coke, stay trim with Nutra-Sweet and feel good about the environment by re-cycling their product for profit.

2. Many people believed that Baby Boomers let their pop culture and its artifacts complicate their lives. Don't you believe it because, we just want to "TASTE IT ALL!"

CP/1993 Speaker_____

Evaluation of a Speech to Motivate About a CP Job-Concept

Introduction	Rating
1. Attention aroused interest	1 2 3 4 5
2. Relevance to listeners created dissonance	1 2 3 4 5
3. Credibility:shared speaker's belief,value or attitude and intention	1 2 3 4 5
4. Proposition:specifically stated who should do what	1 2 3 4 5
5. Preview:provided motivational guide to logic of speech	1 2 3 4 5
Body	
I. First Main Point identified the problem and harm of a condition	1 2 3 4 5
A. Factual claim of the problem stated	1 2 3 4 5
1. Facts compared numbers, percentages, occurrences	1 2 3 4 5
2. Used second order opinion to explain cause of facts	1 2 3 4 5
3. Used first order evaluative opinion of the cause of the facts	1 2 3 4 5
4. Warrant linked facts and opinions to audience & speaker's value	1 2 3 4 5
B. Evaluative claim of harmful consequence stated	1 2 3 4 5
1. Definition of terms in the harm provided	1 2 3 4 5
2. Illustration of harm provided empathy	1 2 3 4 5
3. Warrant linked illustration and definitions to audience & speaker's value	1 2 3 4 5
Transition motivational language from problem to solution used	1 2 3 4 5
II. Second Main Point identified speaker's concept for solving the problem	1 2 3 4 5
A. Coined term for alternative plan provided	1 2 3 4 5
1. Summary of how alternative plan works provided	1 2 3 4 5
2. Disadvantage of alternative plan identified	1 2 3 4 5

B. Claim advocating speaker's plan assertively stated_____ 1 2 3 4 5

1. Informed how to start the process of solving the problem_____ 1 2 3 4 5

2. Described behaviors to get involved in the process_____ 1 2 3 4 5

3. Described how to maintain the solution_____ 1 2 3 4 5

Transition motivational language from solution to visualization used_____ 1 2 3 4 5

III. Third Main Point adapted to audience cost/reward expectations_____ 1 2 3 4 5

A. Claim of harm in ignoring speaker's solution assertively stated_____ 1 2 3 4 5

1. Used first order testimony to illustrate cost or disadvantage_____ 1 2 3 4 5

2. Used empathy in reporting consequence of cost or disadvantage_____ 1 2 3 4 5

B. Claim of benefit in following speaker's solution assertively stated_____ 1 2 3 4 5

1. Used first order testimony to illustrate reward or advantage_____ 1 2 3 4 5

2. Used empathy in reporting results of reward or advantage_____ 1 2 3 4 5

Conclusion

1. Summary of problem, solution, benefit included_____ 1 2 3 4 5

2. Proposition restated_____ 1 2 3 4 5

3. Initial steps to start the plan of action described_____ 1 2 3 4 5

4. Wrap up reduced audience & speaker's cognitive dissonance_____ 1 2 3 4 5

Delivery

1. Visual aids made persuasive impact_____ 1 2 3 4 5

2. Eyes and kinesics used to include and reinforce audience needs_____ 1 2 3 4 5

3. Paralinguistics used to emphasize and clarify speaker's intentions_____ 1 2 3 4 5

4. Language spoken clearly and used pathos to adapt to audience needs_____ 1 2 3 4 5

5. Use of time: start_____ end_____ total_____ 1 2 3 4 5

Outline____ + References____ +Speech_____ =Total_____/235=_____%=Grade_____

A=Effective	B=Proficient	C=Functional	D=At Risk	F=Restricted Multicultural Pub. Sp. Skills
5	4	3	2	1

Speaker _____

Evaluation of Speech to Analyze a Controversial CP Concept

INTRODUCTION: **RATING**

1. Attention: Aroused interest _____ 1 2 3 4 5
2. Audience Relevance:Showed how it affects audience _____ 1 2 3 4 5
3. Speaker Credibility:Showed how it affects speaker _____ 1 2 3 4 5
4. Purpose Stated Subtopic to be discussed _____ 1 2 3 4 5
5. Preview Stated Spokespersons,credentials and points of view to be discussed ___ 1 2 3 4 5

BODY:

I. First Main Point Identified Spokesperson's Point of View _____ 1 2 3 4 5
   - A. Task, Barrier or problem identified _____ 1 2 3 4 5
     - 1. Source and qualifications _____ 1 2 3 4 5
     - 2. Demographic description of group _____ 1 2 3 4 5
     - 3. Source, illustration, consequence of behaviors _____ 1 2 3 4 5
     - 4. Source explanation of cause of problem _____ 1 2 3 4 5
   - B. Verbal transition to criteria emphasized _____ 1 2 3 4 5
     - 1. Harm that needs to be removed for the immediate victims _____ 1 2 3 4 5
     - 2. Basic need that hasn't been met for the representative of the victims ____ 1 2 3 4 5
     - 3. Opponent's need (in order to cooperate) identified _____ 1 2 3 4 5

Transition from problem and criteria to comparing solutions _____ 1 2 3 4 5

II. Second Main Point Identified Spokesperson's Point of View _____ 1 2 3 4 5
   - A. Alternative Solution identified _____ 1 2 3 4 5
     - 1. Coined term for the plan or policy _____ 1 2 3 4 5
     - 2. 3 steps of how it works _____ 1 2 3 4 5
     - 3. Disadvantage of at least 1 missing criterion _____ 1 2 3 4 5
   - B. Feasible, Practical and/or Desirable Solution Identified _____ 1 2 3 4 5
     - 1. Coined term for the plan or policy _____ 1 2 3 4 5
     - 2. 3 steps of how it works _____ 1 2 3 4 5
     - 3. Advantage of all 3 criteria _____ 1 2 3 4 5

CONCLUSION:

1. Summary of problem, criteria, solution included _____ 1 2 3 4 5
2. Wrap up related back to attention step _____ 1 2 3 4 5

DELIVERY:

1. Use of eyes to include audience and panel _____ 1 2 3 4 5
2. Use of voice to emphasize concepts _____ 1 2 3 4 5
3. Use of visual aid to clarify concepts _____ 1 2 3 4 5
4. Use of descriptive/comprehensible language _____ 1 2 3 4 5
5. Use of time start _____ end _____ total individual time ____ 1 2 3 4 5

Group Participation:

1. Goal Achievement _____ 1 2 3 4 5
2. Leadership _____ 1 2 3 4 5
3. Procedural Functions _____ 1 2 3 4 5
4. Equality of Speaking Time(symposium and audience) _____ 1 2 3 4 5
5. Cohesive attitude _____ 1 2 3 4 5
6. Agenda _____ 1 2 3 4 5

_____

total individual presentation and group points _____

Outline _____

Reference(s) _____

Total points _____

_____

% _____

grade _____

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